

## Theoretical and methodological foundations of the DICONALE project: a conceptual dictionary of German and Spanish

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### 1. Introduction

The research project DICONALE-online<sup>112</sup> concerns the development of an *online* dictionary of verbal lexemes, onomasiological and bilingual-bidirectional in nature, and covering the German and Spanish languages. The dictionary is intended for those who are learning German or Spanish as a foreign language at an advanced level (B2),<sup>113</sup> and as a pedagogical dictionary it is conceived especially as a resource for those actively producing texts.<sup>114</sup> The project is a response to studies which have shown that conventional dictionaries (both monolingual and bilingual), in both *print* and *online* format, do not satisfy the specific needs of users involved in the production of texts (cf. Haß 2005, Fuentes Morán 1997: 84, Meliss 2013a, 2014c, 2014d). Thus, it arises from the need to fill the current gap in German-Spanish bilingual lexicography, and is intended to create a dictionary with a conceptual-onomasiological MACROSTRUCTURE which offers a more appropriate kind of help here, with the possibility of searching for forms of expression according to context, and hence differing from a traditional, alphabetic-semantic orientation from the

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<sup>112</sup> This study forms part of the following DICONALE-online research projects: 'Development of a conceptual bilingual dictionary of German and Spanish: an online resource' (MINECO-FEDER FFI2012-32658), and DICONALE: 'Studies towards the development of a conceptual dictionary of verbal lexemes in German and Spanish' (Xunta de Galicia: 10PXIB 204 188 PR), led by Meike Meliss of the University of Santiago de Compostela, and also to the research group GI-1920 and the "Rede de Lexicografía" (Relex) (Consellería de Cultura, Educación e Ordenación Universitaria da Xunta de Galicia CN2012/290).

<sup>113</sup> According to the common European framework of references.

<sup>114</sup> In the area of DaF and ELe the following learners' dictionaries exist, among others: For German: Kempcke 1999, Pons-DaF 2004 (print+digital), Duden-DaF <sup>2</sup>2010, Wahrig-DaF 2008, Götz, D. et al.: Langenscheidt-DaF <sup>3</sup>2010; For Spanish: Diccionario de español para extranjeros de SM 2002, Diccionario de Alcalá 1995 and El Diccionario Salamanca 2007.

very outset. This perspective represents a challenge in the context of German-Spanish, in that currently no lexicographic works of this type exist.<sup>115</sup>

The project is based on a **modular-integrative** and **bidirectional** model of description, with special interest in **paradigmatic** and **syntagmatic** aspects, from both interlingual and intralingual perspectives. In this way, the special focus on the systematic presentation of syntagmatic structures is of assistance to the user in the correct use of a lexeme. We must note here the absence of dictionaries, above all of Spanish as a foreign language, offering sufficient syntagmatic information for use in situations of production.<sup>116</sup>

In this study we will present in detail the most relevant innovations of the DICONALE model, highlighting various specific elements, including the type of user (DaF and ELE), its onomasiological organisation, the empirical basis of the data, online access, the descriptive model which focuses the description of paradigmatic and syntagmatic relations in the dictionary, and the contrastive perspective.

## 2. Innovative aspects of DICONALE

### 2.1. For whom is DICONALE? Typology

DICONALE is intended to be a **pedagogical bilingual dictionary** which addresses in particular the needs of **production in the foreign language from level B2 onwards**. Hence, the following questions by users might motivate the use of the dictionary:

Selection: Which of the possible lexical resources of the target language is best suit to the communicative situation?

Production: What information is especially relevant from a contrastive point of view: divergences between the user's language and the target language.

These needs can be summarised through taking a closer look at the information offered to the user for the **selection** of one lexeme or another, and at a detailed description of the combinatory potential for a lexeme's appropriate use. In studies of learner dictionaries, both German and Spanish monolingual dictionaries and bilingual ones of these two languages, it has been shown that little information required in situations of production is given. Thus, for example, in DAF monolingual dictionaries there is in general a need to attend more closely to the parameters that define the combinatorial potential of a lexeme, as well as to provide more information on the distinguishing parameters between semantically close

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<sup>115</sup> Currently, for German and Spanish the only works available with this perspective are the visual, onomasiological dictionary of Álar Esquerra: Duden/Oxford 1993 and the multilingual Pons 2008.

<sup>116</sup> In recent years there has been a great deal of interest in syntagmatic dictionaries, given the scant attention paid to this kind of information in traditional dictionaries. Of note are those dictionaries aimed at offering information on aspects of syntax (verbal complementation, semantic and syntactic valency, collocations etc.), such as, for Spanish, Cuervo 1953/1998, Seco et al. 1999, Bosque 2004, and for German, Helbig/Schenkel 1969, Engel/Schumacher 1978, Schumacher, H. et al.: Valbu 2004, Duden 2 2010, Quasthoff 2011, and for English Herbst et al. 2004.

lexemes, in order to facilitate the selection of one or the other, according to the context (Meliss 2014c). Spanish monolingual dictionaries for educational purposes largely lack sufficient information for situations of production (Meliss 2014d). Moreover, bilingual dictionaries of German and Spanish<sup>17</sup> have also shown deficiencies in syntagmatic information (Morán Fuentes 1997, Meliss 2011: 279 ff., Meliss 2013a, Model 2010 ), effectively bringing into question their true bilingual-bidirectional nature (Engelberg/Lemnitzer <sup>4</sup>2009: 129ff. and 210f.).<sup>18</sup> Lacking the necessary information, our “user” increasingly has recourse to *online* lexicographic resources, affording access both to other monolingual dictionaries of German and Spanish, and to works of a specific nature (paradigmatic and syntagmatic dictionaries, construction dictionaries etc.). Despite the many advantages which these *online* resources offer, they are not always adequate for the type of user that interests us here, given that they are not conceived of specifically for users of an L2, and thus the information they contain is in general too complex for contexts of DaF and/or ELE (Meliss 2013b). In order that the user of the dictionary finds the right information for his or her purpose, DICONALE aims to offer, in an explicit way, contrastive information that can provide the relevant information, with the aim of making it possible to select, from the variety of possibilities, one or another equivalent form in the target language.

## 2.2 Conceptual-onomasiological focus and paradigmatic structuring: background and new proposal

Unlike semasiological dictionaries, onomasiological dictionaries are oriented towards production (Reichmann 1989, Martín Mingorance 1994). The classic onomasiological dictionaries in German (Wehrle/Eggers 1961, Dornseiff 1965, Dornseiff/Quasthoff <sup>8</sup>2004), like Casares’ (<sup>2</sup>2007) ideological dictionary of Spanish, while being the most significant works of onomasiological lexicography in their respective languages, nevertheless exhibit a lack of transparency in their structuring and contain insufficiently detailed information for their use in the production of text. Although they offer various possible expressions when one is looking for a specific *signifiant* for a *signifié*, they do not offer the user enough scope in the selection of a term, and thus make it necessary to consult other dictionaries in order to verify a meaning and its combinations (Meliss 2005: 65ff., 2011: 293ff.). From the user’s point of view, these drawbacks mean that consulting such dictionaries is not very productive. Such deficiencies justify the need to find new lexical avenues from the onomasiological perspective. In this context, we might note, among others, proposals for organising parts of the lexicon in line with the theoretical assumptions of structural semantics and the theory of lexical-semantic fields. Of special mention here are the studies of Coseriu (1977 and especially <sup>2</sup>1986), Geckeler (1971/<sup>3</sup>1982) and Trujillo (1970) which, along with renewed interest in the 90s (Dupuy-Engelhardt 1990, Geckeler 1993, Lutzeier 1993, Wotjak 1992), have made possible, since the 70s,

<sup>17</sup> For general aspects of German and Spanish lexicography: Fuentes Morán (1997), Werner (1998), Haensch/Omeñaca (<sup>2</sup>2004) and Hausmann (1991).

<sup>18</sup> For information on the user profile and a description of the situations of use, see Egido/Fernández/ Franco, this volume.

numerous lexicographic studies, both monolingual and bilingual. The starting point for these studies is the paradigmatic structuring of a series of lexemes, mutually related through shared semantic features, that lexicalise related concepts and that, in part, combine the paradigmatic structuring with syntagmatic information.<sup>119</sup> Since the 80s, some onomasiological works have appeared which present a systematic description of the lexicon and combine paradigmatic structuring with syntagmatic information based on the theory of valence (Schumacher et al 1986, Harras et al. 2004, 2007) and which are especially of use in the area of DaF (Schreiber et al. 2019). Recent lexicographic studies also exist in Spanish, in *online* format, that offer paradigmatic and syntagmatic information (ADESSE, DICE).

For contrastive studies, the onomasiological perspective provides the *tertium comparationis* through conceptual units. This approach reflects work in the field of cognitive linguistics (Blank/Koch 2003). Also, it finds its application in the needs of foreign language learning and the practice of translation.

The DICONALE model is, according to the classification of Haß-Zumkehr (2001: 269), a distinctive onomasiological dictionary, given that it provides, in addition to the structuring of concepts, information on the use and meaning of terms associated with these concepts. With greater specification still, conceptual fields are themselves divided into subfields of different degrees. Lexemes associated with these are differentiated through the existence of distinctive semantic features and different argument structures. In this first phase, we are interested in simple and affixed verbal lexemes, and also –although to a lesser extent – plurilexematic forms (Sánchez Hernández 2013a). These conceptual fields are analysed using the same parameters and with the same descriptive model. Hence, the broad differences and similarities between fields can be observed. In this sense, the user conducts searches using concepts rather than lemas and their meanings, in that the user only has access to the meanings once he or she has selected the possible lexicalisations for the concept in question. As Haß-Zumkehr notes (2001: 264), the onomasiological structuring of the lexicon is completed with the structuring of the elements, attending to their semantic relations, that is, synonymy, antonymy, hyponymy, hyperonymy, etc. and this constitutes an important parameter of the model of description.

The development of an onomasiological dictionary along the lines proposed for DICONALE represents a major innovation in German and Spanish lexicography, and predetermines the resulting macrostructure of the work, given that it makes use of certain specific concepts and permits a structuring in fields and subfields with different degrees. Onomasiological access will be complemented by semasiological access for those who opt for an alphabetically ordered search.

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<sup>119</sup> Regarding studies from an onomasiological perspective, and with a starting point of the lexical structuring of German and Spanish contrastively through paradigmatic principles in combination with syntagmatic information, one might mention, among others, Hernández Eduardo (1993), González Ribao/Proost (2014), Meliss (2005, 2006, 2014a) and Sánchez Hernández (2010, 2012).



### 2.3. Methodology: Empirical basis

The need to use linguistic corpora and data on frequency of use as a means of selecting information<sup>120</sup> can be seen in a pilot study, based on the corpus of DEREKO, which looked at the syntagmatic information relating to different meanings of the German verb *abhören*<sup>121</sup> (Meliss 2014c).<sup>122</sup> In order to follow a consistent approach in the selection of the information which DICONALE is intended to provide, it is necessary to work with an empirically valid method. For this, we compiled our own corpus, using journalistic texts drawn from DEREKO, CREA and Web-Corp. In this way, the corpora for our two languages were guaranteed to be of maximum comparability (cf. González Ribao 2014).

### 2.4. Online access

The specific characteristics of DICONALE, especially the onomasiological focus combined with a semasiological focus, the bidirectionality of this bilingual dictionary, together with a complex, modular descriptive model for both languages in contrast, clearly exceeds the possibilities of representation of a dictionary in *print* format. Like Engelberg/Lemnitzer (<sup>4</sup>2009: 220), we believe that the future of dictionaries lies in electronic access, and indeed a shift of habits in the use of reference tools has recently been observed here, with some recent questionnaire-based studies on the use of dictionaries (cf. Domínguez Vázquez et al. 2013) reporting on the growing use of all manner of *online* reference works. The advantages of this type of access are diverse, and above all, in the area of bilingual lexicography it appears that reference works in *print* format are destined to become relics from another era, at the same time as specific works, such as paradigmatic dictionaries of synonymy and antonymy, plus syntagmatic dictionaries (cf. Meliss 2013b) are available in ever greater numbers on the internet. However, it is evident that not all dictionaries and other *online* resources are appropriate and adequate for

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<sup>120</sup> Cf. Bubenhofer et al. (ed.) (2010), Lemnitzer/Zinsmeister (2006), Renouf (ed.) (2009), Schmidt (ed.) (2012).

<sup>121</sup> Some correspondences in Spanish are: auscultar, escuchar, examinar, controlar, interceptar, intervenir, etc.

<sup>122</sup> The analysis of the corpus here, compared to the information found in five learner dictionaries of German as a foreign language revealed that not only was there considerable difference in the information provided by the five dictionaries, but that there was a discrepancy with respect to the data from the corpus analysis. In the analysis, for example, structures relating to one meaning and its argument structure (21% of documented cases in the corpus) and another relating to the realisation of the verb in nominal form (23%) were almost entirely absent from the dictionaries, not even seen implicitly through examples; on the other hand, some meanings for which no examples were registered in the corpus were nevertheless present in all five dictionaries. The following pedagogical dictionaries of German as a foreign language have been used: Götz et al.: Langenscheidt (<sup>3</sup>2010), Kempcke (1999), Pons print (2004) and online, Duden (<sup>2</sup>2010), Wahrig (2008).

all users and for all possible circumstances and situations.<sup>123</sup> This has been shown, for example, in a study of *online* lexicography and its use in the area of DaF by Meliss (2013b).<sup>124</sup> A central element of attention with *online* dictionaries tends to be related to the added value of the experience compared with the traditional format, such as their multimedia, interactive, modular and hypertextual character (Storrer 2010: 155; Tarp 2012: 253; Haß/Schmitz 2010: 6ff.). For the bilingual area in general, and DaF/ELe in particular, it is necessary to create resources adapted to users and their specific needs, given that those lexicographic portals currently available are not in general conceived of for the use of non-natives, which often makes access to information in L2 contexts difficult (cf. Meliss 2013b, Müller-Spitzer/Engelberg 2013). DICONALE seeks to embrace these enormous technological possibilities and create a reference work adapted to the needs of our specific users.

## 2.5. The structure of the dictionary: macro-, micro- and mediostructure and the modules of description

The descriptive model through which we aim to codify and interpret the information for DICONALE at the inter- and intralingual level encompasses five **levels**. **Levels 1 and 3** provide conceptual structuring and the organisation of lexical material in lexico-semantic fields (→ macrostructure). Through **level 2** lexicological information is codified in detail (→ microstructure) and this will then form the basis for the different types of analysis in **levels 4 and 5** (→ mediostructure). Taking the lexicological information from the five levels of description as a basis, an effective system of access to the dictionary's information is achieved, one which provides the user with pertinent modular information through different search options. Some relevant aspects of this will now be illustrated, using examples from the conceptual fields AUDITION and COGNITION. **Level 1** contains lexemes corresponding to the ten conceptual fields (CC) and their different (sub)fields (SCC).

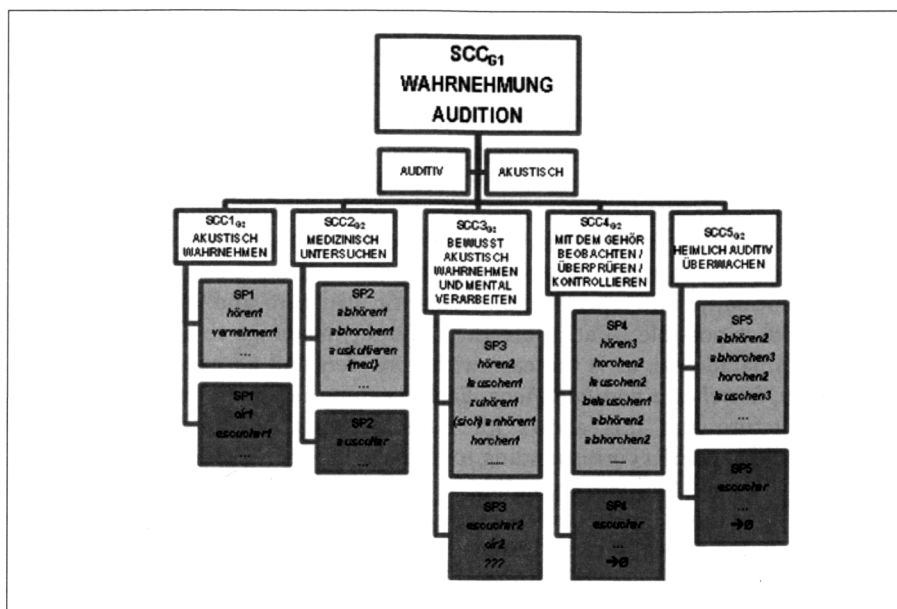
This level, along with **level 3** into which it leads, both to a conceptual subclassification of other degrees and to the formulation of the different lexico-semantic (sub)paradigms (SP), will form the conceptual MACROSTRUCTURE of the dictionary (cf. *table 1*).<sup>125</sup>

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<sup>123</sup> On new search techniques and options, and the need for better lexicographic training in the classroom to optimise resources and avoid the risk of a loss of orientation ("lost in hyperspace") see Haß/Schmitz (2010: 4); also Engelberg/Lemnitzer (2009: 111).

<sup>124</sup> See the criteria for evaluation, for differentiation, and the criteria for the users' guide in: Engelberg/Lemnitzer (2009: 73 ff., 220ff.), Storrer (2010), Kemmer (2010) and Klosa et al. (2008).

<sup>125</sup> The metalanguage of the information provided in the dictionary and, therefore, also the metalanguage of all the tables which are presented to the user, can be German, or Spanish interchangeably. Therefore, in this article we have decided not to translate into English the information contained in these tables.



**Table 1: Level 3:** Conceptual subfields 2<sup>nd</sup> degree (SCC<sub>G2</sub>), creation of lexico-semantic subparadigms (SP) with a list of corresponding lexemes illustrated through the conceptual subfield (SCC<sub>G1</sub>) AUDITION (sequence).

In **level 2** a codification is made, separately for each language through **four modules**, of the detailed lexicological data of each lema and its different meanings associated with one of 10 conceptual fields (level 1) and subfields (level 3). **Module 1** contains, amongst other data, general information covering formal elements (type of conjugation, suprasegmental features, etc.) and content such as the semantic features of the lema, whereas **module 2** deals with the different meanings of each lema through a semantic description that includes, amongst others, distinctive semantic features and the different paradigmatic relations of sense, together with argument structures and pragmatic information. In **module 3** syntagmatic information is specified through data based on the empirical frequency of each argument and its morphosyntactic and semantic characteristics<sup>126</sup> (cf. Engelberg et al. 2012, Engelberg 2014a, 2014b, Meliss 2014b), as well as offering an equivalent in the contact language for each meaning. In the DICONALE model special importance is given to information relating to the argument structure, given that it constitutes, along with the componential semantic structure, the *tertium comparationis* between the languages in contact.<sup>127</sup> The detailed semantic and morphosyntactic information related to each argument supplies the specific nuances in which many of the lexical divergences between the languages are based,

<sup>126</sup> For example, sentence structure, syntactic and semantic valency, descriptores, collocations etc.

<sup>127</sup> Cf. some contrastive studies based on argument structures in German and Rumanian: Cosma/Engelberg (2014).

and to which special attention is given<sup>128</sup>. **Level 4** relates, through different foci, the results of the analysis relating to the different parameters of description of the central modules 2 and 3 of level 2, and presents different types of lexical paradigms that will configure the mediostructure of the dictionary. We differentiate the following interrelations between interlingual data: **level 4.1.1** (for German) and **4.2.1** (for Spanish) interrelate and contrast the different meanings of a lema associated with the same conceptual (sub)field, not only through semantic information based on distinctive semantic features (level 2: module 2) but also in respect of specific argument structures, to which morphosyntactic information is associated (level 2: module 3). Normally, differences in the semantic structure and in the argument structure make it possible to attribute the different meanings to different lexico-semantic (sub)paradigms, as is the case with *aprender<sub>1</sub>* and *aprender<sub>2</sub>* (cf. table 2) and *lauschen<sub>1</sub>*, *lauschen<sub>2</sub>* and *lauschen<sub>3</sub>*. Each meaning differs in its argument and semantic structure and this allows for its structuring in the lexico-semantic subparadigms SP<sub>1</sub> and SP<sub>2</sub> corresponding to the SCC LERNEN/APRENDER (cf. table 2) and SP<sub>3</sub>, SP<sub>4</sub> and SP<sub>5</sub> corresponding to the SCC AUDITORY PERCEPTION. Other data of interest, such as frequency of use, illustrative examples, and information on semantically close lexemes, is also included in this type of table, which is available for the user of DICONALE. Despite the fact that at this level the perspective is semasiological, we take it that a dictionary which is fundamentally onomasiological should make available to its users this type of information, given that in certain situations, a semasiological perspective might provide relevant information.

Campo conceptual: KOGNITION / COGNICIÓN								
Subcampo conceptual LERNEN / APRENDER								
aprender			Rasgos semánticos			Argumentos		
[+adquirir conocimientos]	(Sub) Paradig- ma	S 1	S 2	S 3	A 1	A 2	A 3	A 4
<b>aprender<sub>1</sub></b> □ <i>aprender, adquirir conocimientos</i>	SP <sub>1</sub>	+	-	+/-		d		
► Alguien (A <sub>1</sub> ) <i>aprende algo (A<sub>2</sub>)</i> ES <sup>129</sup> <s (cd)>					s	(cd)		
► Alguien (A <sub>1</sub> ) <i>aprende algo (A<sub>2</sub>) de algo/ alguien (A<sub>3</sub>)</i> ES <s (cd) (cp <sub>de</sub> )>					s	(cd)	cp <sub>de</sub>	
► Alguien (A <sub>1</sub> ) <i>aprende algo (A<sub>2</sub>) en un lugar concreto (A<sub>4</sub>)</i> ES <s (cd) (adv <sub>en</sub> )>					s	(cd)		adv <sub>en</sub>

<sup>128</sup> Cf. some pilot studies on German and Spanish which consider a conceptual perspective in combination with argument structures in contrast: González Ribao/Proost (2014), Meliss (2014a) and Engelberg et al. (eds.) (2014).

<sup>129</sup> ES = *esquema sintáctico* (= syntactic schema).

<b>aprender<sub>2</sub></b> △ aprender de memoria, memorizar	SP <sub>2</sub>	+	+	+				
► Alguien (A <sub>1</sub> ) aprende algo (A <sub>2</sub> ) ES <s cd>					s	cd		
<b>Rasgos semánticos (distintivos):</b>	S <sub>1</sub> : [cognitivo], S <sub>2</sub> : [memoria], S <sub>3</sub> : [iterativo];							
<b>Complementos:</b> <sup>130</sup>	s = sujeto, cd = complemento directo, cp = complemento preposicional, adv = complemento/suplemento adverbial, (...) = facultativo;							
<b>Argumentos:</b> Con la descripción semántico-categorial <sup>131</sup> y los descriptores necesarios para realizar una especificación detallada	A <sub>1</sub> : APRENDIZ [+anim]; A <sub>2</sub> : LO APRENDIDO: [+intell]: vocabulario, disciplina: matemáticas, etc.; A <sub>3</sub> : ORIGEN DEL ESTÍMULO, [+hum] [+zool]; A <sub>4</sub> : LUGAR DE APRENDIZAJE: [+loc]: escuela, etc.							

**Table 2: Level 4.1.1.** Meanings of *aprender* and information relating to modules 2 and 3 of level 2 of the descriptive model (sequence).

Level 4.1.2. (for German) and 4.2.2. (for Spanish) relate the lexemes of the same conceptual field in order to establish different lexico-semantic paradigms for both languages based on distinctive semantic features. Using this structuring it is possible to analyse diverse paradigmatic relations<sup>132</sup> of the signified from the elements of the same lexico-semantic field or from outside this field. Levels 4.1.2. and 4.2.2. pay special attention, on the one hand, to existing paradigmatic relations both between lexemes that form a lexico-semantic (sub)paradigm and between the different (sub)paradigms that are all linked to a common concept, and, on the other hand, they also contemplate some lexicalisations of opposite concepts. Offering the user a series of lexical elements along with information on semantic relations of a paradigmatic kind thus addresses the issue of users having at their disposal an array of possibilities to express themselves. From these possibilities the user can choose that which best suits his or her purpose, according to a variety of requisites, such as the type of text, stylistic recourses etc., so that the most fitting linguistic element can be inserted into the text (Sánchez Hernández 2013b). Paradigmatic relations can be seen in light of the semantic definition, or may form part of the lexical entry in an independent way. Forming the paradigmatic information of an entry in an independent way is known as *intentionelle Paradigmatik*, which constitutes a series of advantages in the dictionary (Hausmann 1991: 2794). This kind of information aids the processes of production and expands vocabulary, if and when it is possible to relate to the combinatory information corresponding to **level 2, module 3**. *Table*

<sup>130</sup> The subclassification of the types of complements is based on Engel (2004), with the metalanguage adapted for our own contrastive needs.

<sup>131</sup> Features for the semantic-categorial description of the arguments are based on Engel (2004).

<sup>132</sup> The paradigmatic semantic relations have to do with the integration of vertical lexical relations, as with synonyms, antonyms, hyponyms, hyperonyms etc.

3 gives an example concerning the CC: COGNITION: SCC 1º degree: DAS LERNEN/APRENDER.<sup>133</sup> One of the principle difficulties in collating this type of information involves the distribution of the different conceptual subfields in the corresponding lexico-semantic paradigms<sup>134</sup>:

Campo Conceptual CC	Subcampo o conceptual SCC	Lexemas alemanes	Relaciones paradigmáticas en alemán	Lexemas españoles	Relaciones paradigmáticas en español
COGNICIÓN	LERNEN GEISTIGE WAHR- NEHMUNG	<i>lernen</i> 'sich ein spezielles Wissen aneignen'	Synonym: *s. <i>beibringen</i> Hyperonym: *s. <i>ausbilden</i> Hyponym: <i>memorieren</i> Antonym: * <i>verlernen</i>	<i>aprender</i> 'adquirir conocimientos o el conocimiento de cierta cosa'	Sinónimo: * <i>instruirse</i> Hiperónimo: * <i>cultivarse</i> Hipónimo: * <i>familiarizarse</i> Antónimo: * <i>desaprender</i>
COGNICIÓN	LERNEN MEMORIEREN	<i>lernen</i> <sup>135</sup> 'auswendig lernen'	Synonym: * <i>pauken</i> (umg.) Hyponym: *s. <i>anlesen</i> Antonym: * <i>verlernen</i>	<i>aprender</i> <sub>2</sub> 'Fijar algo en la memoria'	Sinónimo: * <i>memorizar</i> Hiperónimo: * <i>adquirir</i> conocimiento Hipónimo: * <i>repetir</i>
COGNICIÓN	LERNEN SICH BILDEN	<i>studieren</i> 'eine Hochschule besuchen'	Hyperonym: *s. <i>ausbilden</i> Hyponym: * <i>lesen</i>	<i>estudiar</i> <sub>1</sub> 'recibir enseñanza en cierto centro o de cierto profesor'	Hiperónimo: * <i>ilustrarse</i> * <i>formarse</i> Hipónimo: * <i>cursar</i> Antónimo: * <i>trabajar</i>
COGNICIÓN	LERNEN MEMORIEREN			<i>estudiar</i> <sub>3</sub> 'aplicar la inteligencia a aprender o comprender algo'	Hiperónimo: * <i>cultivarse</i> Hipónimo: * <i>releer</i>

Table 3: Some paradigmatic relations: Conceptual field COGNITION.

Level 4.1.3. (for German) and 4.2.3. (for Spanish) relate the different lexemes of the same lexico-semantic SP (cf. level 3) in terms of their semantic and combinatory characteristics (cf. level 2: modules 2 and 3) and thus offers a first approach to possible equivalences in the contact language (cf. table 4).

<sup>133</sup> It is very interesting how the paradigmatic-lexical information takes shape in *lexico*. In terms of the division of the semantic relations: synonymy, antonymy, hyperonymy, hyponymy etc., the attached structure has taken as a base that which is proposed in *lexiko*. This information is drawn from the onomasiological dictionaries: Dornseiff 1965, Wehrle Eggers 1961, Casares <sup>2</sup>2007, and also Schumacher - VALBU (2004) in German and M. Moliner <sup>2</sup>2002 in Spanish.

<sup>134</sup> In the following table only a few examples of the conceptual field are given. The lexemes *studieren*<sub>2</sub>/*estudiar*<sub>2</sub> are not included, in that the meaning of these is “analyse something in detail”, and we consider that these lexemes, from a contrastive point of view, and within the subfield LERNEN, are less relevant than those which appear in the table.

<sup>135</sup> The equivalences of the lexem *lernen*<sub>2</sub> are *aprender*<sub>2</sub> and *estudiar*<sub>3</sub> in Spanish, within the same conceptual subfield, that is, MEMORIEREN.

Konzeptuelles Feld: WAHRNEHMUNG / PERCEPCIÓN						
Konzeptuelles Subfeld: AUDITIV / AUDITIVA						
[+Wahrnehmung] [+akustisch]						
Lexikalisch-semantisches Subparadigma: AKUSTISCH WAHRNEHMEN UND BEWUSST MENTAL VERARBEITEN SP <sub>3</sub> : "zuhören - Paradigma"						
[+bewusst] [+mental verarbeitend]						
	Modul 2	Modul 3				
	dist. sem. Merkmale	A <sub>1</sub>	A <sub>2</sub>	A <sub>3</sub>	A ....	Supplemen te
<b>zuhören<sub>1</sub></b>	Ø					
► ASTM <sub>1</sub> Jemand (A <sub>1</sub> ) <i>hört</i> jemandem (A <sub>2</sub> ) zu SBP <s d> → <i>escuchar<sub>2</sub></i>		s [+hum] .... wer?	d [+hum] ... wem?			...
► ASTM <sub>2</sub> Jemand (A <sub>1</sub> ) <i>hört</i> etwas (A <sub>3</sub> ) zu SBP <s d> → <i>escuchar<sub>2</sub></i>		s [+hum] ....		d [+intell] Predigt, Ausführungen, Rede, Konzert, ... was?		...
<b>(sich) anhören<sub>1</sub></b>	[+genau]					
► ASTM <sub>2</sub> Jemand (A <sub>1</sub> ) <i>hört</i> (sich) etwas (A <sub>3</sub> ) an SBP <s a> → <i>escuchar<sub>2</sub></i> <i>seguir</i>		s [+hum] ... wer?		a [+intell] Probleme, Musik, ..... was?		...
<b>lauschen<sub>1</sub></b>	[+konzentriert ]					
► ASTM <sub>1</sub> Jemand (A <sub>1</sub> ) <i>lauscht</i> jemandem (A <sub>2</sub> ) SBP <s d> → <i>escuchar<sub>2</sub></i> ??		s [+hum] ... wer?	d [+hum] ... wem?			...
► ASTM <sub>2</sub> Jemand (A <sub>1</sub> ) <i>lauscht</i> etwas (A <sub>3</sub> ) SBP <s d> → <i>escuchar<sub>2</sub></i> <i>seguir?</i>		s [+hum] ... wer?		d [+intell] Krimis, Erklärungen, Gesang, ... was?		...
...						

**Table 4:** Level 4.1.3.: Lexemes corresponding to SP<sub>3</sub> with partial information corresponding to level 2 (modules 2 and 3) (sequence).

**Level 5** of the descriptive model is concerned with intralingual information. Two points of focus are of interest here. First, a contrast is made between the the lexico-semantic subparadigms of both languages that correspond to the same (sub)field-concept. For this, of greatest use to us are the interrelations at the level of each lexico-semantic SP (cf. level 3) and we contrast these with the contact language. It involves comparing the different lexicological data at the level of the lexico-semantic fields, such as the degree of lexicalisation, as well as others (**level 5.1.**). The second point of interest is a contrastive study of the lexemes that lexicalise the same concepts and their specific lexicological characteristics (**level 5.2.**). It is hoped that the divergencies between the two languages are to be found above all in the semantic configuration (K<sub>1</sub>) and in the different morphosyntactic and semantic specifications of the different arguments (K<sub>2<sub>1-xyz<sub>i</sub></sub></sub>).<sup>136</sup>

<sup>136</sup> K<sub>1</sub> = contrast at the level of the semantic configuration; K<sub>2</sub> = contrast at the argument level; the specification of the K<sub>2</sub> contrasts is indicated with superscript.

However, also of particular interest are the data on frequency and use in reference to other parameters of modules 2 and 3 of level 2 of the DICONALE model. Table 5 shows in level 5.2. the possible contrasts at the semantic (K<sub>1</sub>) and morphosyntactic levels (K<sub>2</sub>) between lexemes of SP<sub>3</sub> “zuhören-Paradigma” linked to the SCC AUDITION, from the point of view of Spanish. (i) Contrasts are evident in the semantic specification (K<sub>1</sub>): *sich anhören*<sub>1</sub> and *lauschen*<sub>1</sub> are characterised by the distinctive features [genau] and [konzentriert]. (ii) The lexemes *zuhören*<sub>1</sub> and *lauschen*<sub>1</sub> possess the same argument structure as *escuchar*<sub>2</sub>, but the morphosyntactic realisation of the argument A<sub>3</sub> differs (K<sub>2</sub>). Whereas in Spanish it is realised through a cd (direct object), in German we have recourse to a dative. In the CC COGNITION - SCC DAS LERNEN/APRENDER certain contrastive peculiarities can also be observed, for example, those linked especially to semantic differentiation through the lexico-semantic structure and to categorial features linked to verbal arguments (Sánchez Hernández 2014). The presentation from different contrastive perspectives allows the user to find the most appropriate lexical resource for each particular expressive need in the foreign language and the correct use of these, given that special focus, in a structured and systematic way, is put on the various divergencies between the two languages.

Beschreibungsstufe 5.2.: einzellex. Vergleich				tertium comparationis
AKUSTISCH WAHRNEHMEN UND BEWUSST MENTAL VERARBEITEN: SP <sub>3</sub> : “zuhören – Paradigma“				[+Wahrnehmung] [+akustisch] [+bewusst] [+mental verarbeitend] • ASTM   A <sub>1</sub> A <sub>3</sub>   Belege / ejemplos:
<b>escuchar</b> <b>2</b>		SBP/ES	sem. dist. Merkmale / rasgos sem. dist.	
	Alguien (A <sub>1</sub> ) escucha algo (A <sub>3</sub> )	<s (cd)>	#K2 2A2sp.	(1a) La prueba estuvo aver en la sala pequeña del teatro Dramaten. donde el músico se rió de lo lindo y <b>escuchó</b> atentamente la lectura de dos nasaies de Infancia [...] (CREA) (1b) Cuando <b>escucho</b> la música de mis colegas, me gusta. lo naso bien ovéndola. (CREA) (1c) Durante la visita a la fábrica. el Rev <b>escuchó</b> las explicaciones de los hermanos Puiro sobre el proceso de producción de colonias y perfumes [...] (CREA)
→	<b>zuhören</b> Jemand (A <sub>1</sub> ) hört etwas (A <sub>3</sub> ) zu	<s d>	#K1	(2) Mit großem Interesse hatten die Pflegekräfte [...], dem Vortrag <b>zugehört</b> [...]. Mo3/FEB.11701 Mannh. Morgen, 22.02.2003
→	( <b>sich</b> ) <b>anhören</b> Jemand (A <sub>1</sub> ) hört (sich) etwas (A <sub>3</sub> ) an	<s a>	#K1	(3) Sie <b>hören sich</b> die Probleme <b>an</b> , die den Kindern auf den Nägeln brennen [...]. (R97/SEP.72386 Frankf. Rundschau, 15.09.1997, S. 4)
→	<b>lauschen</b> Jemand (A <sub>1</sub> ) lauscht etwas (A <sub>3</sub> )	<s d>	#K2	(4) In dem bis auf den letzten Platz gefüllten Gotteshaus <b>lauschten</b> mehr als 2000 Besucher andächtig den Chorgesängen [...]. (L98/NOV.16306 Berliner Morgenpost, 01.11.1998, S. 9)

**Table 5:** Level 5.2.: Some possible divergences between lexemes of the SP<sub>3</sub> linked to the SCC PERCEPCIÓN: AUDITION (sequence).



### 3. Conclusion

In this article we have tried to present the innovative and most relevant aspects of the DICONALE model. In particular, we have sought to focus on two fundamental points in the conception of the dictionary, the information on paradigmatic and syntagmatic relations, and conceptual-onomasiological access to the dictionary.

The dictionary offers information of a lexical nature which facilitates the interlingual and intralingual use of terms pertaining to a specific conceptual field, hence the relevance of the information on paradigmatic relations in the dictionary. Onomasiological access, which supposes the initial ordering, is completed with a semasiological arrangement allowing for a detailed description of the characteristics of the syntagmatic structure. The conceptual-onomasiological ordering, making on-line access a very useful tool, is an innovation in this kind of **pedagogical bilingual dictionary**.

In this context, one of the novelties of the dictionary is that it is developed on an empirical basis, with data on frequency of use from a number of linguistic corpora containing authentic texts. Due to its online format, the user can access in a modular way the exact information required according to the specific needs of production in the foreign language at a given moment. DICONALE is conceived of as a means of filling a gap in bilingual German-Spanish lexicography, and has been realised with the aim of integrating diverse kinds of information into a single dictionary and adapting it to the needs of specific users in specific situations.

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